DOCUMENT RESUME

ED 065 411 SO 003 510

TITLE Selected Bibliography of Yugoslav Educational Materials. Volume 7, Number 3, 1971.

INSTITUTION Yugoslav Inst. for Educational Research, Belgrade.

SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

REPORT NO TT-71-56005-03

PUB DATE 72

NOTE 52p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Adult Education; *Annotated Bibliographies; *Comparative Education; *Educational Development; Educational History; Educational Legislation; Elementary Education; Exceptional Children; *Foreign Countries; *School Systems; Secondary Education; Teacher Education

IDENTIFIERS *Yugoslavia

ABSTRACT

Ninety-seven citations of books, monographs, and periodicals published in 1971 are included in this descriptive annotated bibliography that is translated into English. History, research, schools and institutions, reform, management, problems, motivation, teacher training, and development of the Yugoslav educational system are described. Arrangement is by topics sub-divided at the instructional level. Related documents are ED 043 961, ED 049 995, ED 051 710, ED 055 959, and ED 058 144. (SJM)

ED 065411

DE-115
SO

TT 71-56005/03

SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

SO 003 510

Vol. 7, No. 3, 1971

Prepared, translated and published for the Office of Education of the Department of Health, Education and Welfare pursuant to an agreement with the National Science Foundation, Washington D. C., by the NOLIT Publishing House, Terazije 27/II, Belgrade, Yugoslavia
1972

1

Available from
U. S. DEPARTMENT OF COMMERCE

National Technical Information Service,
Springfield, Virginia 22151

RL

Vol. 7 No. 3 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

Published by
NOLIT PUBLISHING HOUSE
1972

Prepared, translated and published for the Office of Education of the Department of Health, Education and Welfare, pursuant to an agreement with the National Science Foundation, Washington D. C., by the NOLIT Publishing House, Terazije 27/II, Belgrade, Yugoslavia
1972

Translated by
ROGER COWAN

Prepared by
THE YUGOSLAV INSTITUTE FOR EDUCATIONAL RESEARCH
Draže Pavlovića 15
Belgrade

TABLE OF CONTENTS

I. History of Education — 1
II. Educational Research — 10
III. Development of Education — 12
IV. School Reform — 24
V. Teacher Training and Teaching Staff — 25
VI. Schools and Institutions — 33
1. Preschool Education — 34
2. Elementary Education — 35
3. Secondary Education — 41
(a) Gymnasium — 42
(b) Vocational Schools — 45
4. Higher Education — 47
5. Adult Education — 48
6. Education of Handicapped — 51
7. Vocational Guidance (not in this issue)
VII. Curricula and Syllabi — 52
VIII. Audio-Visual Aids — 60
IX. Motivation — 65
X. Polytechnical Education — 73
XI. Self-Education — 74
XII. Physical Education — 75
XIII. Problems in Education — 76
XIV. Hostels (not in this issue)
XV. Management and Financing — 90
XVI. Legislation — 95
XVII Education Statistics (not in this issue)

I. HISTORY OF EDUCATION

198. ANDRIĆ, Ljubisav: Sredotočije stare knige (Abode of the Old Book), *Prosvetni pregled*, Beograde, 1971, No. 16—17, p. 7.

The library of the Serbian Center in Novi Sad was established 155 years ago as a source of reference material for the editors of the journal "Letopis Matice srpske". In the beginning the most faithful readers of its materials were students studying in Budapest. The Center's library is considered to be the first public library, the first university library and the first science library in Serbia. In 1864 the library was transferred to Novi Sad. From the start its stock of books has been constantly expanded. In its collection of old books the most valuable are 223 handwritten manuscripts, many of which are written on parchment. One collection contains 12 books from the 15th Century. There is another rich collection of books from the 18th Century. In the manuscript department there are 20,000 letters of Serbian writers and public officials.

199. BOŽIČEVIĆ, Mate: U Velom Lošinju obnovljena zgrada nekadašnje družbine Hrvatske osnovne škole (Renovation of the Old Croatian Elementary School Building in Veli Lošinj), *Školske novine*, Zagreb, 1971, No. 26, p. 3.

The first settlement on the island of Lošinj was Veli Lošinj which was founded by 12 Croatian families in the 13th Century. At the time of the Venetian Republic the town was settled by an Italian minority. This minority was favored by Austria so that in 1866 an Italian elementary school was founded, while it was not until 1907 that a Croatian elementary school was established in Veli Lošinj. Along with the Croatian school there was a kindergarten and later a children's playground. The school had 6 grades divided into 2 classes, and by the end of 1918 there were more than 100 students. However, following the First World War, Lošinj fell under Italian rule and the Croatian school was closed. It was not opened again until the close of the Second World War. This time it was housed in the former Italian school building, where it will remain until the close of this school year. Now the old Croatian school building is being renovated and equipped for classwork; so after a break of 53 years Lošinj children will again be taught in its rooms.

200. BOŽIČEVIĆ, Zlata: Ostavština Ivana Filipovića (The Bequest of Ivan Filipović), *Školske novine,* Zagreb, 1971, No. 26, p. 8.

In the archives of the Croatian School Museum there are valuable collections on important educational workers of the past. One of the most significant of these is the Ivan Filipović collection which contains various manuscripts, correspondence and written recognitions of his great service. Ivan Filipović was a teacher and a leader in the reform of Croatian public education. His activity around the middle of the 19th Century as a writer and patriot awakened Croatian teachers to the need to reorganize elementary education. His exceptional reform talent and his strong volition were channeled through words and actions in his struggle for teachers' rights and the advancement of ideas in the educational and cultural fields.

201. MITROVIĆ, Ljubomir: Rasadnik znanja i kulture (Seed-bed of Knowledge and Culture), *Prosvetni pregled,* Beograd, 1971, No. 22, p. 3.

In May of this year the 100th graduating class completed their studies at "Uroš Predić" Gymnasium in Pančevo. This gymnasium was founded in 1863 and classes commenced immediately. The first class, consisting of 11 students, graduated in 1871 after completing 6 grades. Schooling was then extended to 7 grades so that the next class graduated in 1873. In this class there were 16 students. It was not until 1877 that the completion of 8 grades was required for graduation. This year's 100th graduating class is the best ever, and graduation followed passing of the newly introduced final examinations. Schooling at the gymnasium now takes 4 years.

202. OGRIZOVIĆ, Mihajlo: Treća opća hrvatska učiteljska skupština u Osijeku 1878. godine (The Third General Croatian Teachers' Conference in Osijek in 1878), *Školske novine,* Zagreb, 1971, No. 25, p. 7.

Among topics discussed at this conference, which was held 4 September 1878, was the question "Should teachers engage in political activity, and what are the consequences to teacher and school in their doing so?" Presentation of the paper on the subject was assigned to Davorin Trstenjak, the well-known Croatian educator. The contents of this paper are presented in the article, and some of its paragraphs are cited in full. The article also dwells on the following 5-point resolution: 1) teachers have the constitutional right to belong to the political party of their choice; 2) teachers should defend their political convictions; 3) it is neither in the interests of the school nor the teachers that teachers engage publicly in political activity for any political party; 4) political activity

can be detrimental, can lead to mistrust between school and teacher, and can create hostile relationships; 5) teachers should never represent party interests of any type in school, because schools are not and should not be the arena of political struggle; rather they should be the "temple of mutual love and national unity". Discussion on the paper and the proposed resolution was scheduled but was foregone as they were adopted unanimously by conference participants. Thus Croatian teachers clearly confirmed their opposition to political dealings, and their solidarity with liberty and national unity.

203. PERIĆ, Ivo: *Iz naše školsko-pedagoške prošlosti* (From our Educational Past), Podružnica Hrvatskog pedagoško-književnog zbora, Dubrovnik, 1971, 88 p.

The book was written on the occasion of the centennial celebration of the founding of the Croatian Educational-Literary Council in Zagreb (1871—1971). The first part of the book describes 2 attempts at school reform in Dubrovnik in the 15th and 16th Centuries. The first attempt at reform was the Grammar-Rhetorics School Act of 1435 under the name "Ordo pro magistris scolarum et scolaribus". It set down the rights, duties and responsibilities of the 2 teachers, one of which was to teach grammar, rhetorics, logic and philosophy while the other was to teach positive grammar. The second attempt at reform was entitled "Provedimentum formatum super reformatione juventutis" and was passed by the Dubrovnik Senate in February 1557. The second part of the book deals with the life and work of the distinguished writer Nikola Gučetić (1549—1610). The third part of the book explores the social structure of the students of the Higher Elementary School in Dubrovnik during the period 1835—1850. The fourth part of the book deals with the activity of Stjepan Buzolić who for many years in the second half of the 19th Century was principal of the Men's Preparatory School. The fifth part of the book describes the life and work of the teacher Dinko Šimunović (1892—1927).

204. PLEŠE, Branko: *Sedamdeset godina Hrvatskog školskog muzeja* (Seventy Years of the Croatian School Museum), Zagreb, 1971.

This monograph was written on the occasion of the centennial of the Croatian Educational-Literary Council, which is not only the oldest educational society in Croatia and Yugoslavia, but one of the oldest societies of this type in the world. The first part of the book gives highlights in the development of the Croatian School Museum from 1871 — when at the first Croatian teachers' conference the idea was born to found the school museum — to 19 August 1901 when the museum was officially opened and when it began its

work which it has carried out successfully to the present day. Other contents of the book include: 1) data on the numerous exhibitions which have been held in the Museum; 2) information on the "Davorin Trstenjak" Educational Library and the collections in the archives, etc.; 3) a bibliography of articles and books about the Museum; 4) the regulations and statutes of the Museum from its Founding Statute to its being placed under the authority of the Zagreb City Council.

205. Prva opća Hrvatska učiteljska skupština 1871. godine o odnosu škole i društva (The First General Croatian Teachers' Conference in 1871 about the Relationship between School and Society), *Školske novine,* 1971, No. 21, p. 13.

The first theme considered at the First General Croatian Teachers' Conference dealt with the relationship between school and society and had the heading: "What Are the Aims of the Public Schools in the Present Age and How Should Their External Relationships Thereby be Determined?" The speaker on this theme was Ljudevit Modrec, one of the founders of the Croatian Educational-Literary Council. In his paper he pointed out that the purpose of education is to enable man to scientifically go about achieving his goals. He then mentioned that since parents can't carry out the responsibility of educating their children themselves they must support their representative, i.e. *the school.* A revolutionary idea, in the opinion of the author of this article, is that the speaker insisted upon the rights of the community in the administration of the schools. These rights would be exercised by skilled and service-minded experts. The Conference proposed and adopted a 12-point resolution which is presented in its entirety in this article.

206. Škola "Herta Turza" u Karlovcu proslavila svoj dan ("Herta Turza" School in Karlovac has Celebrated its Founder's Day), *Školske novine,* Zagreb, 1971, No. 21, p. 12.

Karlovac has celebrated the anniversary of the building of its first school — a contribution of the townsmen themselves. Students and teachers commemorated the event by holding various cultural, arts and sports manifestations. Students in grades 1 through 8 who had excellent marks were given awards, and teachers who were in their tenth year of work were given gifts. At the entrance to the school building the students set up a photography display which covered the 10 years of work of the school. Along with the tenth anniversary celebrations the students published a double-issue of their newspaper which is entitled "Tvojim stazama" (Your Pathways). Karlovac citizens spent 12 years raising funds

which were used to build the school, a gym, and 2 schools in nearby locations. It was for this reason that Founder's Day was celebrated by the entire commune of Karlovac.

II. EDUCATIONAL RESEARCH

207. *Rezultati provere znanja učenika Beograda — Merenje testovima znanja* (Achievement Test Results of Belgrade Students), Beograd, Zavod za izdavanje udžbenika SR Srbije, 1971, p. 598.

This publication was prepared by the Educational Institute of the City of Belgrade. It refers to the testing which the Institute carried out in the 1969—1970 school-year in almost all Belgrade elementary and secondary schools and in pre-school institutions. Testing covered all students of grades 4 through 8 of elementary school, all final-year students of secondary schools and pre-school aged children attending child-care centers. The purposes of the testing were: to determine as clearly as possible how well the tasks society has set before the schools — as the fundamental and widest-reaching educational institutions — are being carried out; to use the overall results and the results in individual subjects for the ranging of city schools of the same type; and to determine how well the students are absorbing the education being presented. The first part of the publication explains the planning and organization of the testing program, and the second part deals with the test results. Part 3 contains a qualitive analysis of testing, while some general remarks on student knowledge levels are given in part 4. Part 5 contains the tests which were used.

208. VUKASOVIĆ, Ante: *Obrazovanje — kvalifikacija — produktivnost* (Education — Qualifications — Productivity), Zagreb, Zavod za pedagogiju Filozofskog fakulteta, 1971.

This monograph presents the results of research on economic factors and the causal relationships between education, qualifications and productivity on-the-job. The research was organized by the Institute of Education of the University School of Liberal Arts in Zagreb. The monograph is divided into 2 parts. The first part comes under the heading "General Results from Research Using Existing Sources" and it analyzes results and attitudes of previous research in this field. It is not tied exclusively to the social and economic conditions in Yugoslavia, but investigates movements and trends throughout the contemporary world. The second part comes under the heading "Research Results" and it contains the subject, methods used, organization, results and conclusions of an empirical study carried out in the school centers and enterprises in Croatia. The results showed, among other

things, that a revamping of the school system would lead to a greater work productivity, a more complete fulfillment of economic goals and a greater prosperity of the nation; that is, investments in schooling and education are economically justified because in the conditions of the ongoing scientific and technical revolution the most profitable investments are investments in personnel.

III. DEVELOPMENT OF EDUCATION

209. J., B.: Nagrada za desetogodišnji rad (An Award for 10 Years of Work), *Beogradsko školstvo,* Beograd, 1971, No. 19, p. 8.

This award (which during the celebration of Youth Day is traditionally handed out to the best school) was this year given to "25 maj" Elementary School which is located in a section of Novi Belgrade that is in full growth. The school is therefore subject to a great influx of new students. Last year the school had 1000 students and this year the number should be considerably higher. The rapid growth, however, has not detracted from the high quality of work of the school thanks to the efforts by the school's entire teaching staff to maintain educational standards. The school is very well furnished and it has special classrooms for history, physics, chemistry, foreign languages, Serbo-Croatian and literature. The school has a library with around 10,000 books which is regularly used by the students since the teachers continually encourage their students to make use of literature and reference material in doing their assignments. Two years ago this school began full-day teaching in 7 of its classes. The students of these classes have full opportunity for study, recesses and leisure activity, and they are fed in the modernly equipped school cafeteria. For all these services the students pay 200 dinars a month. In cooperation with the local community, the school organizes group summer- and winter--vacations for its students. During the summer the students are obliged to complete a course in swimming. The school has a fund which covers the expenses of poorer students incurred on outings or vacations, or which is used to organize trips to the theater or other cultural events.

210. ĐURIŠIĆ, Mihailo: Seminar o dugoročnom planiranju obrazovanja i kadrova u Jugoslaviji (Seminar on the Long-Term Planning of Education and Personnel Needs), *Andragogija,* Zagreb, 1971, No. 2, pp. 185—188.

This Seminar was held in Split. It was initiated by the Federal Executive Council's Commission for Determining Long--Term Development Policy and Objectives for Education and Personnel, and it was organized by the Institute for Political

Studies of Belgrade University's School of Political Science. The Seminar considered certain general questions directly related to the work of long-term planning of education and personnel needs, and it was strictly instructive in nature. The key items on the agenda were: the place and role of education and personnel development planning in the framework of Yugoslavia's social development plan; the strategic goals of education and personnel development planning; the contents, techniques and methods of planning; etc.

211. FURLAN, I.: Za najrazvijenije gradske sredine i najrazvijenije osnovno školstvo (For the Most Highly-Developed Urban Environment and the Most Highly-Developed Elementary School System), *Školske novine,* Zagreb, 1971, No. 28, pp. 5—6.

In Rijeka, on 24 and 25 June 1971, the first symposium on educational innovations was held. It was attended by representatives of schools in several of the largest cities in Croatia. One of the main questions discussed at the symposium was: in respect to the educational standards adopted for elementary schools, what courses of action are open to the schools in industrial centers and high-culture environments which are already above the standards set in respect to classroom space, equipment and trained and experienced personnel. The question is whether these educational standards represent, in fact, an educational levelling which applies the brakes to all those who would more rapidly advance so that all may progress equally although at a slower rate. The answer to this question was satisfactory. It was pointed out that the standards were only to assist those who had fallen behind while the more advanced schools were free to accelerate at their own pace. Symposium participants agreed that a new concept of knowledge must be formulated and that strenuous efforts must be made to modernize the schools.

212. JOVANOVIĆ, Dragiša: Beograd je prvi u zemlji doneo Srednjoročni društveni plan razvitka za period od 1971. do 1975. (Belgrade is the First in Yugoslavia to Adopt its Medium-Term Social Development Plan for the Period from 1971 to 1975), *Ekonomika škola,* Beograd, 1971, No. 7—8, pp. 64—69.

This plan was adopted after 10 months of public discussion. Immediately upon its acceptance the Belgrade Association of Education set about determining the funds it would need and the number of schools by type which it would build by 1975. The basic goals in the field of education were set in the plan as the following: the creation of conditions so that all those who have completed an 8-year elementary school and wish to enroll in a secondary school may do so; the bettering of the quality of elementary and secondary education by improving teaching and by raising teacher standards and the

quality of their advanced professional training; the establishment of a permanent source of funds for schools; the re-structuring of the Association of Education so that it encompasses all elementary and almost all secondary schools in the Belgrade area; the expansion of the networks of schools and systems of education for adults and handicapped. In the 1971—1975 period educational activity will develop in pace with the general social and economic movements. In line with its social and economic responsibilities education will: establish a system based on the concept of permanent education and broaden the networks of institutions both within the regular school system and outside of it (night schools, factory school centers, etc.) with the aim of raising the general levels of education, culture and skills of both young and old.

213. Međunarodna probna nastava esperanta (International Experimental Teaching of Esperanto), *Školske novine,* Zagreb, 1971, No. 21, p. 14.

According to an agreement reached last year by representatives of the Esperanto Societies in Austria, Bulgaria, Italy, Yugoslavia and Hungary, the experimental teaching of Esperanto over a 3-year period for 2 or 3 hours daily is to be carried out in selected fifth grades of elementary school and first-year grades of secondary school. The experimental teaching is to be devised and administered by Eötvös Lorand University in Budapest. Only those schools which have accepted Esperanto, and which have the assent of parents and the municipal associations for financing education can participate in the experiment.

214. Obrazovanje u Makedoniji u 1971. godini (Education in Macedonia in 1971), *Naša stručna škola,* Beograd, 1971, No. 4, p. 2.

The Resolution on the Foundations of Economic Development Policy for Macedonia in 1971 contains, among other things, an outline of the advances made in education in 1970, a listing of the tasks to be caried out in the field of education in 1971, and a call to accelerate the dynamic development of education. It was pointed out that the efficiency of the educational process must be improved, the student drop-out rate must be reduced and student achievements must be rased. A restructuring and stabilization of the school network and the program of orientations in secondary education were set as tasks, and it was recommended that particular attention must to be given to the modernization of the educationl process and the harmonizing of syllabi and curricula with the needs and achievements of science, technology and technics in the course of making education more intensive and effective. Scheduled for construction in 1971 were 25 new elementary

schools, a university administration building, buildings for university schools of economics, law and liberal arts, and a new student center.

215. Predlog novog kalendara školske godine (The Proposed New Calendar for the School Year), *Školski grafičar,* Beograd, 1971, No. 8, p. 5.

By the new calendar the beginning and end of the school-year remain the same — the school-year begins September 1 and ends on August 31. There must be at least 200 days of class during the school-year. All classes end on June 25 with the exception of those for last year students, who must take entrance or graduation examinations. The school-year is divided into 3 month periods. The first quarter lasts from September 1 to November 28. The second quarter begins after an interruption of 3 days and lasts until the final Friday in February. The third quarter begins after an 8-day break and lasts until June 25. Summer vacation begins July 1 and lasts until August 20. Beginning August 21 make-up entrance and graduation examinations are given and the enrollment of students is carried out.

216. Preporuka o korišćenju školskih objekata, opreme i financijskih sredstava koja društvena zajednica osigurava za potrebe osnovnog obrazovanja (Recommendation on the Use of School Buildings, Equipment and Financial Resources Which the Community Provides for the Needs of Elementary Education), *Osnovno obrazovanje,* Rijeka, 1970, No. 1, pp. 4—5.

The Rijeka Municipal Assembly, at a joint session of all councils, adopted this Recommendation which contains specific measures that should contribute to the regulations for the maintenance and use of existing facilities and the ensuring of new classroom space and equipment in pre-school institutions and elementary schools. These measures are the following: a) funds which the Municipality apportions to elementary education from its own income obtained through a 10.5% tax on retail sales are to be used exclusively for building projects; b) funds set aside to cover depreciation of pre-school and elementary school buildings should be combined in a common fund; c) likewise, a common fund should be established for extraordinary investment purposes.

217. Privreda i obrazovanje (The Economy and Education), *Prosvetni pregled,* Beograd, 1971, No. 16—17, p. 2.

A symposium on current questions in the education of personnel for the Serbian economy has been held in Zlatibor. The symposium was jointly organized by the Federation of Economic Societies of Serbia, the Serbian Chamber of Com-

merce and the Belgrade Chamber of Commerce. Besides being attended by well-known experts, university professors and professionals in this field, the symposium was also attended by representatives of over 100 enterprises in Serbia, members of the Serbian Assembly, employees of the Republican Secretariat for Education, Science and Culture, and representatives of various other institutions in Serbia that are involved with this subject. The papers and discussions pointed out factors which have an influence on educational policy and planning for the education of personnel. Some of the basic goals and components of educational strategy were laid out and the emphasis was placed on formulating those streams of development which, in connection with the preparation of the medium-term plan, will lead to a more complete harmony among the possibilities and needs of social and economic development.

218. Simpozij: Društveni i ekonomski aspekti obrazovanja (Zagreb, 1971) [Symposium on the Social and Economic Aspects of Education (Zagreb, 1971)], *Universitet danas,* Beograd, 1971, No. 3—4, pp. 89—98.

For the past several years the Institute for Social Research of Zagreb University has kept up a very beneficial tradition in gathering distinguished educational workers at symposiums entitled "The Social and Economic Aspects of Education". This year's theme was "The Place and Role of the First 2 Years of Higher Educational Training of Professional Personnel for the Needs of the Economy and the Social Services". The symposium was held in Zagreb 24—26 March 1971 and was attended by 244 participants who presented and discussed 63 papers on the following topics: Needs and Plainning for Professional Personnel with 2-Year Higher Educational Training; The Organization of Teaching; Professional and Scientific Work; Legal Status, Financing and Self--Management. The author of the article gives a review of the basic ideas brought forth in the papers, and lists the resolutions and proposals of the symposium.

219. Stvoreni su uvjeti za intenzivniju modernizaciju obrazovanja (The Conditions have been Established for Intensifying the Modernization of Education), *Školske novine,* Zagreb, 1971, No. 25, p. 8.

The article presents excerpts from the exposition entitled "Innovations in Educational Technology" given by the president of the Federal Council for Education and Culture at the international symposium held in Subotica 17—22 May of this year. The symposium was organized jointly by the Federal Council for Education and Culture, UNESCO and CERI, the Center for Educational Research and Innovation

which is under the OECD. The Federal Council, working together with the republican and regional secretariats for education drew up a long-term plan for modernizing education. The program is now at the phase in which the specific forms and methods are being determined for cooperation among those who have long been and will continue to be involved in the process of modernizing education in Yugoslavia (programmed teaching, computers and special teaching machines, educational radio and television, etc.). The president of the Federal Council mentioned in his exposition that educational programs are being allotted more and more time on radio and television. To illustrate this he gave data that in 1969, twelve to fourteen percent of all television programming was dedicated to educational purposes.

220. Zaključci Plenuma pedagoškog društva SR Bosne i Hercegovine (Resolutions of the Plenary Session of the Educational Society of Bosnia and Hercegovina), *Naša škola,* Sarajevo, 1971, No. 5—6, pp. 385—386.

The plenary session of the Educational Society of Bosnia and Hercegovina was held 15 March 1971 in Sarajevo. Some of the resolutions adopted at this session are presented in the article and are as follows: 1) It is time that educational policy be based on the achievements of modern science; only in this way can it be adapted to the conditions of rapid development in Bosnia and Hercegovina. 2) To solve fundamental problems in the field of education in the republic there must be greater coordination among the various institutions involved. Voluntary agreement among educational institutions, social and political organizations and professional associations is an imperative in this day and age and is a guarantee of progressive educational development in Bosnia and Hercegovina. 3) The development of social relations requires that the schools be truly self-managed institutions which are qualified to organize, carry out and evaluate educational work in accordance with contemporary standards, and which embrace the interests of students, teachers and society as a whole. To successfully undertake these functions it is deemed that counselling-psychological services must be introduced in the schools.

IV. SCHOOL REFORM

221. PAVLOVIĆ, M.: Na pragu škole budućnosti (On the Threshold of Schools of the Future), *Prosvetni pregled,* Beograd, 1971, No. 21, p. 5.

The author gives a review of a very important gathering whose organizers were the Federal Council for Education

and Culture, UNESCO, CERI (The Center for Educational Research and Innovation) which is under the OECD, and the Institute for Work and Business Organization of the University School of Economics in Subotica. This gathering was a seminar on innovations in education which was held 17—22 May in Subotica. At the seminar the basic directions and orientations in the modernization of the Yugoslav school system were determined. In addition to the contributions of the numerous Yugoslav and foreign scientists attending the seminar, representatives of Yugoslav institutions and organizations also played a vital role in the formulation of the stands taken. The seminar was opened by the president of the Federal Council for Education and Culture Vukašin Mićunović, who, in his introductory speech, stated that modernization is an essential dimension of the improvements in education needed to overcome the crisis that has characterized the Yugoslav school system for some time now. The author also mentions that the financial aspect of modernizing education was discussed at the seminar. It was concluded that modern education is expensive but, nevertheless, far cheaper in the long run than the education in Yugoslavia which is not satisfactory.

V. TEACHER TRAINING AND TEACHING STAFF

222. Aktuelni zadaci pedagoškog obrazovanja nastavnika (Zaključci sa savetovanja) Current Problems in Pedagogics Training of Teachers (Resolutions from the Symposium), *Naša škola,* Sarajevo, 1971, No. 5—6, pp. 375—381.

The Educational Society of Bosnia and Hercegovina has organized a symposium at which pedagogics training of teachers and the teaching of pedagogics in teachers' schools were considered. Attending the symposium were representatives of secondary-level teachers' schools and higher schools for teachers, representatives of educational institutes and professors of education of the School of Liberal Arts of Sarajevo University. The following resolutions were adopted by the symposium: 1) Since education, psychology and methods courses in teachers' schools are invaluable in preparing future teachers, it was resolved to set basic standards to ensure higher quality training of pedagogues. 2) The achievements of young teachers in education and methods courses is influenced to a great extent by the quality of the methods classrooms and the library. 3) Practice schools of higher teachers' schools and university schools of education are essential conditions for professional pedagogics training future teachers to work on their own. 4) One of the conditions for modern and rational education instruction is the introduction of modern methods and procedures of training which

are already known about in the education field. 5) Teaching efficiency in schools can best be increased by organizing adequate forms of further professional training of educational workers. 6) Graduate studies should be organized for professors of education, and other forms of specialization should be organized for teachers of pedagogy, methods and other education courses. In announcing these resolutions the Educational Society called upon all its members who work in secondary or higher level teachers' schools or in educational institutes or related bodies to pledge themselves to carry them out.

223. J., B.: Stručno usavršavanje nastavnika stranih jezika (Further Professional Training of Foreign Language Teachers), *Prosvetni pregled,* Beograd, 1971, No. 6, p. 8.

The winter and summer seminars for the further training of foreign language teachers (which are organized by the Republican Institute for Elementary Education and Teacher Training of Serbia) have become a permanent, extremely useful and very necessary form of work. The agenda of the seminar which was held during this year's winter break in "Janko Veselinović" Elementary School in Belgrade consisted of: 1) group lectures; 2) demonstration classes with students; 3) work in groups of 15—20 teachers on the structure of oral and written exercises, the approval of various texts and forms of work, conversation, etc. Lectures were given by foreign experts in the fields of linguistics and methods teaching of languages. Besides the daily 5 hours of classwork with the foreign lecturers, group discussions were held on current questions in the organization of foreign language teaching. Participating in these discussions were foreign language advisors from the Republican Council for Education and Culture of Serbia. The seminar for French teachers was attended by 62 participants, the seminar for English teachers was attended by 67, and the Russian language seminar was attended by 97 participants. The seminar participants were of the unanimous opinion that this type of further teacher training is necessary and should be regularly held.

224. BOŠNJAK, Tane: Rad na stručnom usavršavanju nastavnika (The Further Professional Training of Teachers), *Život i škola,* Osijek, 1971, No. 5—6, pp. 299—302.

The Institute for the Advancement of Elementary Education of Osijek has a systematic program for the further professional training of elementary school teachers. This program is mainly carried out during the winter break. For teachers who have passed the professional examination, there is a second cycle of professional training which consists of 18 seminars and symposiums in almost every field held during

the second half of January. Among the seminars are: 1) a 2-day seminar for Serbo-Croatian teachers; 2) a 6-day seminar for librarians; 3) a 6-day seminar for German teachers; 4) a 6-day seminar for English teachers. All seminars are attended by a large number of teachers as well as by eminent professors who serve as lecturers. The agenda of each seminar is given in detail in the article.

225. Lične dohotke u prosveti uskladiti sa primanjima drugih (Salaries in Education to be Brought into Line with the Salaries of Others), *Beogradsko školstvo,* Beograd, 1971, No. 19, p. 5.

At the 5th Assembly of the Belgrade section of the Union of Workers in Public Services, which was held June 1 of this year, work during the past 2 years was reviewed and the program of work for the coming period was considered. Excerpts from these discussions are presented in the article. It was mentioned that the union prepared and carried out a survey comparing: 1) average salaries of professionally qualified workers in productive and nonproductive activities; 2) the qualification levels in individual activities in the city and in teaching; 3) the nominal salaries in educational institutions of the city. The survey also investigated how salaries might be brought into line if it were revealed that the salaries of educational workers had fallen behind the salaries of those employed in other activities. The analysis was conducted in the period January—June 1970, and it showed that the salaries of educational workers were in fact lower than the salaries of others. The analysis included proposals on how to harmonize salaries. In the opinion of the Union, salaries in education should be raised to the level of average salaries of all others employed in the city, whether in productive or non-productive activities, taking into account the level of professional qualifications.

226. MANON, Giron: Savjetovanje nastavnika stranih jezika (A Symposium for Foreign Language Teachers), *Školske novine,* Zagreb, 1971, No. 18—19, p. 19.

The Institute for the Advancement of Elementary Education of Croatia and the Institute for the Advancement of Elementary Education of Rijeka have organized a symposium for foreign language teachers in the Rijeka region. The symposium was led by educational consultants and by professors from the Rijeka Teachers' Academy. The agenda consisted of 4 points: new curricula for foreign languages, work with programmed sequences in teaching foreign languages, testing students, and the seminar on the English language in Umag. The emphasis was on the curriculum and syllabus which goes into effect in 1972. The symposium was attended by a large number of teachers from the Rijeka region.

227. PAVLICA, D.: Simboličnо povećanje osobnih dohodaka (A Symbolic Increase in Salaries), *Školske novine*, Zagreb, 1971, No. 25, p. 10.

The plenary session of the Association of Elementary Schools of Slavonska Požega recently considered the problem of financing elementary education in the municipality and whether it was possible to raise the monthly salaries of educational workers. After lengthy and occasionally sharp discussion it was decided to raise salaries by 10.8%. If this proposal is accepted by the work organizations then educational workers in the elementary schools of Slavonska Požega will have the following salary scale: basic salary of lower grade elementary school teachers 1230 dinars, upper grade subject teachers 1380 dinars, professors 1530 dinars. Income is also granted on the basis of years of service. Those who have less than 30 years of service will receive 12 dinars per month for each year of service; 15 dinars will be granted for each year above 30 years of service. Full-time technical personnel will receive 700 dinars per month basic salary plus 5 dinars for each year served up to 30 years and then 6 dinars for each year. Payment for overtime will be 10 dinars per hour. Schools are to receive 11% more funds so that they can effect payment of salary increases.

228. PETROVIĆ, R.: Kako završiti pedagošku akademiju (How to Finish Teachers' Academy), *Prosvetni pregled*, Beograd, 1971, No. 16—17, p. 8.

The new law on teachers' academies passed in Serbia is a new step towards raising the level of education of grade school class teachers. To eliminate differences in qualifications between future teachers and those teaching now, and to provide teachers with an opportunity to obtain higher education, the law enables all grade school teachers, no matter when they completed their secondary level training, to finish teachers' academy by passing examinations in new material on different subjects. Exams will be given on 7 subjects; these are: an oral and written exam an Serbo-Croatian and literature with methods, an oral and written exam on mathematics, an oral exam an pedagogics and psychology, a working knowledge of nature and society with a choice of contents from natural sciences, health education, basic rights and legislation on schools, and an exam on the use of audiovisual aids which are applied in elementary school.

229. Pravilnik za organizacijata na stručnoto i pedagoškoto usavršavanje na nastavnicite na osnovnoto učilište i učilištata za sredno obrazovanie (Regulations for Organizing Further Professional and Pedagogics Training of Elementary and Secondary School

Teachers), *Služben vesnik na SR Makedonija,* Skopje, 1971, No. 27, pp. 457—458.

These regulations, which were issued by the Republican Secretariat for Education, Science and Culture of Macedonia, govern further professional and pedagogics teacher training organized by individual subject or by 2 or more related subjects which are taught by one teacher. For elementary school teachers this training is organized by the teachers academies in Skopje, Bitolj and Štip, and by the Higher School of Physical Education in Skopje. For secondary school teachers the training is organized by the School of Humanities, Natural Sciences and Mathematics of the University of Skopje. The program for this training is prepared by the higher educational institutes for teacher training and by the Republican Institute for the Advancement of Education in cooperation with scientific institutions, educational and cultural services of the municipal assemblies, elementary and secondary schools and their associations, and professional teachers' associations. Training takes place during the school year and lasts for at least 10 days. Teachers who are completing their second, seventh, twelfth or seventeenth year of service are to receive the training. Results are reviewed and checked in a satisfactory way. The regulations also outline other forms of further training such as following the work of beginning teachers, seminars for consultation on teaching and methods work, etc. Teachers also receive training by attending special courses, symposiums, seminars and other gatherings which are organized by teacher education institutions, scientific institutions, educational services and related professional associations.

VI. SCHOOLS AND INSTITUTIONS

230. MURADBEGOVIĆ, Muhamed: Predlog projekta za otvaranje pedagoškog muzeja (A Proposal for Opening a Pedagogic Museum), *Naša škola,* Sarajevo, 1971, No. 5—6, pp. 366—371.

For more than a decade the need has been felt in Bosnia and Hercegovina to open a museum of education. The author first recounts the requests of various educational institutes that an institution of this type be opened in Bosnia and Hercegovina. He then explains why it is needed, and presents 2 alternatives as to how it should be called: The school museum or The pedagogic museum. He also discusses the purpose and activities of the museum. The museum should be active in 3 areas: conservatory activities, professional and scientific activities, and educational and cultural activities. The museum should have the following departments: museum collections and funds; archives and documentation,

a library and a photography library. The author then discusses how the museum should be staffed and what their qualifications should be. The proposal also covers the financing of the museum and the prospects for its further development.

VI. 1. Preschool Education

231. KAMENOV, Emil: Osnovni problemi dečjih vrtića u SAPV kao vaspitno-obrazovnih ustanova (The Fundamental Problems of Kindergartens as Educational Institutions in the Socialist Autonomous Region of Vojvodina), *Pedagoška stvarnost,* Novi Sad, 1971, No. 1, pp. 46—51.

Preschool education, as a component part and the first step in the integral system of education in Yugoslavia, has entered a new phase of development. Lately, the network of pre-school institutions has been expanded and experts have been engaged to study the problematics of this type of education. This trend is especially strong in Vojvodina where pre-school education has a long tradition and the percentage of children encompassed is considerably above the Yugoslav average. To further improve pre-school education its purposes and methods must be studied in-depth, the education of its teachers must be raised to the university level, and the Institute for the Advancement of General and Vocational Education must be more attentive to the problems of this type of education and must be more consistent with the principle of renumeration according to work.

VI. 2. Elementary Education

232. ČABRAJAC, Zvonko: Organizacija odgojne djelatnosti u osnovnoj školi „Stjepan Cvrković", Stari Mikanovci (The Organization of Citizenship Activity in "Stjepan Cvrković" Elementary School of Stari Mikanovci), *Život i škola,* Osijek, 1971, No. 5—6, pp. 274—278.

The author first briefly describes the conditions which largely influence the planning and carrying out of citizenship activity in this school. Work in this area began in the 1968—1969 school year with the adoption of the general plan for citizenship activity. This plan consisted of several components such as: the development of regular teaching practises and regulations for the use of working time; the development of a consciousness of socialist discipline, interpersonal socialist relations, socialist patriotism, and active participation in the pioneer organization; the development of all forms of moral upbringing; etc. On the basis of the general work

plan for the schools, the home room teachers work out plans for citizenship activity in their classes, selecting that which might best contribute to the growth of the students, and singling out problems which need special attention. According to the author, observation of the students' social habits and maturity begins as soon as they enter the first grade. There are sociometric measurements in individual classes, analyses of the various aspects of citizenship in written essays in Serbo-Croatian, methods of individual observation of students, and surveys whose results are used by the home room teachers for planning and teaching social and moral citizenship. Each of these items is explained separately in the article.

233. HASANOVIĆ, Hajrudin: Organizacija izvođenja produženog boravka učenika u Vježbaonici Pedagoške akademije u Tuzli (The Organization of All-Day Care in the Practise School of the Teachers' Academy in Tuzla), *Naša škola,* Sarajevo, 1971, No. 2—4, pp. 137—145.

The Teachers' Academy of Tuzla has introduced all-day care of students in its practice elementary school. The program is designed to test concepts and practises of the Academy and those used elsewhere. The students attend this program after classes which are held in the morning shift. The daily activities of this program include the following: regular teaching in accordance with the standard curriculum, and special features developed by the practise school; accelerated and remedial work with students, which is closely linked to the teaching program; physical development, recreation and nutrition; creative work, study and work on homework assignments; organized leisure activity by the section for leisure activity; student participation in the cultural and public activities of the school.

234. LONČAREVIĆ, Jovanka and ŽIVKOVIĆ, Ostoja: Godišnji program rada celodnevne osnovne škole „Lazar Savatić", u Zemunu za školsku 1971/1972 godinu (The Work Program for the 1971—1972 School-Year of the All-Day Elementary School "Lazar Savatić" in Zemun), *Ekonomika škola,* Beograd, 1971, No. 7—8, pp. 29—42.

The work program for the 1971—1972 school year of "Lazar Savatić" Elementary School — which is organized on an all-day teaching basis — is regulated and influenced by the following: the law on elementary schools in Serbia; the curriculum and syllabus for elementary schools; The Provisional Program and Methods Instructions for Work in Schools with All-Day Care and All-Day Teaching; the school statute and other regulative acts of the school; professional analysis of work and achievements during the previous school year

which gives rise to resolutions and proposals for improvements in the succeeding school year; recommendations and opinions of the Educational-Cultural Council and resolutions of the Council for Education and Culture of the Municipality of Zemun; directions of the principal and vice-principal based on observations of work during the previous year; The Decision on the Transition of School to All-Day Work of Students and Teachers. After analyzing each of these in detail the authors review the weekly class schedule, remedial teaching, creative work of students by subject and grade, pedagogic activities and the number of hours of teaching per week in relation to the number of classes, and the division of teaching and extracurricular responsibilities of teachers in an all-day school.

235. MARKOVIĆ, Milan: Od pluga do rakete (From Plows to Rockets), *Školske novine,* Zagreb, 1971, No. 26, p. 6.

In "Bratstvo i jedinstvo" Elementary School in Osijek the Young Technicians Club has already been active for 10 years. This club contains many sections: civil engineering, seamanship, aviation, photography, movies, rocketry, electrical machinery, radio technics and others. At the recently celebrated Founder's Day of the school a rich exhibition of student technical achievements was arranged. Displayed were work ranging from plows to rockets. Among items exhibited were a large architectural model of the school and models of the cathedral in Đakovo, the bridge over the Danube in Budapest, a windmill and various solid-wood models of the latest types of airplanes. The students made their drawings from pictures of these objects. This club has received a large number of recognitions and awards from its participation in municipal, republican and national contests.

236. MILEVČIĆ, Špiro: Bogat program Dana škole (A Rich Program for Founders' Day), *Školske novine,* Zagreb, 1971, No. 20, p. 17.

The article is about this year's celebration of Founder's Day at "Vlado Bagat" Elementary School in Split. Participating in the program organized for the occasion were 1500 students or almost 95% of the student body. The celebration lasted 5 days. Festivities began with the opening of an exhibition in the school and then several movies were shown in the evening. The second day was dedicated to biology and chemistry while the third day was set aside for mathematics and electronics. After a student excursion, a history evening and a quiz [illegible] theme "Dalmatia and Split in the People's Libera[illegible] were organized. Founder's Day celebrations ended [illegible] a performance in which a large number of students from all grades participated. Voluntary contributions by those who attended the performance went for the construction of the Split—Zagreb highway.

237. PRKIĆ, Zlatica: Neka iskustva u organizaciji produženog rada u osnovnoj školi (Some Experiences in Organizing All-Day Care in Elementary School), *Život i škola*, Osijek, 1971, No. 5—6, pp. 210—218.

Schools with all-day care are not a new type of school but a new step in the development of uniform elementary schools in Yugoslavia. All-day care of students in schools is mainly introduced for social, educational, health, and economic reasons. Three basic forms of all-day care may be distinguished: that for groups of students, that for classes and that for the whole school (all-day schools). The article relates the organization of all-day care at "Đuro Đaković" Elementary School in Zagreb, and discusses how work is distributed, how the individual work of students is controlled, how students are assisted in learning, how leisure activity is organized and what the responsibilities are of those in charge. To obtain the hoped-for results in all-day care several factors must be taken into consideration. There must be ample space for the students to work in, and there must be a school cafeteria, a reading room, a play area, adequate facilities and sufficient financing to support its existence. All-day care should not be used simply for the extension of teaching and learning activity at the expense of recreation and leisure time of the students.

VI. 3. Secondary Education

238. HORŽINEK, Marija: Integracijom bliže privredi (Closer Ties with the Economy through Integration), *Školske novine*, Zagreb, 1971, No. 25, p. 11.

The Secondary School Center in Pakrac, Croatia recently celebrated the first anniversary of its existence and successful work. On this occasion a report on activities over the past year was considered and a new 10 year development plan was adopted. According to this plan the Center will continue to operate a gymnasium of general orientation (as a general educational institution) and a general secondary school for civil engineering. The Center will continue to organize courses for qualifying workers in service occupations and will maintain its foreign language courses. Also planned is the integration of the School Center with the Student Hostel of Pakrac and with those departments of the Night School which carry out educational activities. The goal of integration is to enable more rational use of materials and personnel of the existing secondary schools in the Pakrac commune. It is expected that this will raise the quality of teaching and bring about closer cooperation between the schools and the local economy.

VI. 3a. Gymnasium

239. BABIĆ, Dragoljub: Novator u matematici (Innovator in Mathematics), *Prosvetni pregled*, Beograd, 1971, No. 21, p. 1.

The author writes about a talented young student who astonished Yugoslavs and foreigners last spring and received recognition from mathematics experts. The student is Mirko Jovanović, graduate of "Svetozar Marković" Gymnasium in Svetozarevo and winner of this year's national mathematics contest. This student was able to solve problems which have remained a puzzle to many recognized names in mathematics. It has therefore been decided to publish his work on geometric inequalities, which are his personal contribution to mathematics and science in general, in the professional journals of a number of countries. Mirko Jovanović, who chose mathematics for his graduation project and who will continue to study mathematics, received an award of 1000 dinars and a collection of books for winning the contest. His school, in recognition of his achievements, has proposed him for the October award of Svetozarevo.

240. Đ., Đ.: Sastanak direktora zagrebačkih i beogradskih gimnazija (A Meeting of Zagreb and Belgrade Gymnasium Principals), *Školske novine*, Zagreb, 1971, No. 20, p. 17.

A meeting of Zagreb and Belgrade gymnasium principals has been held in Zagreb. This cooperation has extended back for 10 years now. During the working section of the meeting the principals discussed common problems and exchanged opinions as to how they might be solved. Two interesting lectures were also given at the meeting: "Reform of Secondary Schools, Especially Gymnasiums, at the Present Moment" and "Experiences with the Five-Day School Week in "Ljudevit Gaj" Gymnasium in Zagreb. Both lectures were received with great interest by those attending. Discussion dwelt on the organization of work in the gymnasium, financing, curricula and syllabi, etc. Next year the meeting will be held in Belgrade.

241. Susret učenika klasičnih gimnazija (A Meeting for Students of Classical Gymnasiums), *Školske novine*, Zagreb, 1971, No. 20, p. 17.

This article reports on the successful cooperation being carried on among the classical gymnasiums of Belgrade, Split and Zagreb. This cooperation has already been going on for 8 years and has grown into a permanent system for the exchange of experiences and knowledge, and for developing friendships among students and teachers of the 3 gymnasiums. Thus it was that at the end of April of this year

students of the 13th Belgrade Gymnasium, the Classical Gymnasium in Zagreb and the Gymnasium in Split met together in Zagreb. On the first day of the gathering sports contests in Basketball and volleyball were held and then the students toured Zagreb.

VI. 3b. Vocational Schools

242. Problemi obrazovanja grafičkih kadrova u SRS (Problems in Training Graphic Arts Personnel in Serbia), *Školski grafičar*, Beograd, 1971, No. 8, pp. 1—8.

The Graphic Arts School Center in Belgrade consists of a 3-year school for skilled workers, a 4-year graphic arts technical school, and a sector for training adults in the graphic arts. In the past 3 years 613 skilled workers were trained for various vocations in the graphic arts. A total of 226 students in 4 graduating classes received training in the graphic arts technical school. 226 skilled workers and 205 highly skilled workers completed training in the 3-year sector for training adults. Now being proposed is a reform in the training of graphics workers either by creating a single 4-year graphics school, by maintaining the existing graphics technical school and lengthening schooling at the school for skilled workers to 4 years, or by maintaining the existing method of training skilled workers while bettering the conditions for carrying out practical training.

243. O mogućnostima obrazovanja omladine u školskom centru za strojarstvo i elektrotehniku u Zagrebu (On the Educational Opportunities for Youths in the School Center for Machine Construction and Electrical Engineering in Zagreb), *Naša stručna škola*, Beograd, 1971, No. 8—9, p. 8.

The School Center for Machine Contruction and Electrical Engineering trains youths for various trades as skilled workers or technicians: the machine construction trade, electricians for high voltage, electricians for low voltage, etc. Students at the School Center receive a secondary level education divided into 2 phases: general education and specialized training. The 2-year general education phase is the common basis which prepares students for further specialized training in various occupations. The final phase enables students to prepare, according to their abilities, for employment as skilled workers or technicians in any of a number of occupations. This phase of education takes 1 year for skilled workers and 2 years for technicians. Those who have an aptitude for and an interest in practical work train to be skilled workers, while those oriented more towards theory specialize as technicians by studying mathematics, physics

and mechanics for the machine construction trade or by studying mathematics, physics and basic electrical engineering for electrical engineering related vocations. Teaching is both practical and theoretical. Students in all grades except the last receive production training in enterprises. This training is received during summer vacation. For first and second year students it lasts one month and for third year students it lasts 15 days.

VI. 4. Higher Education

244. Seminar „Socijalizam u jugoslovenskoj teoriji i praksi" (Seminar on Socialism in Yugoslav Theory and Practice), *Universitet danas,* Beograd, 1971, No. 3—4, pp. 109—111.

The Council of the International University Center for Social Sciences of Belgrade University has drawn up its work program for the Center's 13th Session which is to be held in September 1971 in Belgrade. Among lectures with discussion at the Session will be the following: "Changes in the Structure of Federalism in Yugoslavia"; "Self-Management in Yugoslavia"; "The Economic System and Planning in Yugoslavia"; "International Relations in the Socio-Political System in Yugoslavia"; "The Economic Place and Role of Production Enterprises in Yugoslavia"; "Social and Economic Relations in the Development of Education and Science in Yugoslavia"; "The Place of the University in Yugoslav Society". Seminars of the International University Center for Social Sciences are for young scientific workers in this field from abroad and from the university schools of social sciences in Yugoslavia. The purpose of these seminars is to acquaint participants with the social, economic and political systems in Yugoslavia and to develop scientific thought in the field of social sciences, especially in regard to self-management institutions and self-management socialism in Yugoslavia. The agenda consists of 3 parts: lectures, panel discussions and visits to working organizations.

VI. 5. Adult Education

245. MILIVOJČEV, B.: Još uvek nedovoljan rad na stručnom obrazovanju zaposlenih u privredi (There is Still Insufficient Work being done in Training Those Employed in Production), *Naša stručna škola,* Beograd, 1971, No. 8—9, pp. 5—6.

The article shows the extent of training activity in Yugoslav production organizations in the period 1966—1970. During this period more than 1,250,000 employees were covered by the various forms of this training. The majority of these re-

ceived some type of further training. Over 190,000 unskilled workers were trained for jobs as semi-skilled workers. More than 155,000 workers completed the necessary courses, seminars and other forms of training (intern training) to become skilled or highly-skilled workers. Outside the regular school system over 160,000 workers passed examinations given by commissions of municipalities, vocational schools and other organizations to acquire recognition as skilled or highly-skilled workers. Noticeable results were achieved in the re-training and further training of employed workers. However, although many types of training programs were carried on during this period, they were not adequate in regard to suitability to modern organization and production, nor in regard to the number of enterprises offering training programs, because only 1500 enterprises in Yugoslavia have organized programs for training and further training workers.

246. Seminar o permanentnom obrazovanju (Seminar on Permanent Education), *Univerzitet danas,* Beograd, 1971, No. 3—4, pp. 98—102.

This seminar, which was held in March 1971, dealt with theory and policy in various areas of permanent education. It covered the conditioning factors, the concepts and the needs which must be met to make permanent education a reality in Yugoslavia. At the seminar it was pointed out that education and knowledge are the most significant factors in the scientific and social revolution. In the portion of the seminar dedicated to long-term development problems of Yugoslavia, which encompassed the needs and problems involved in advancing the concept of permanent education, the question was posed as to where Yugoslavia stands in the scientific and technical revolution and what are its future development prospects. The construction of a permanent educational system was viewed as the way to exit from the existing crisis in the educational system. All themes discussed at the seminar covered the strategy of permanent education.

247. VASILJEVIĆ, Stojan: Organizacija osnovnog obrazovanja za radnike željezare Sisak (The Organization of Elementary Education for the Workers of the Sisak Ironworks), *Andragogija,* Zagreb, 1971, No. 2, pp. 126—135.

Elementary education for workers is one of the programs provided for the needs of the workers at the Sisak Ironworks. Each year about 1100 workers receive regular or part-time schooling. Another 3600 workers receive various forms of further vocational training each year, while other educational programs cover about 1200 workers. Of the total number of workers employed, 47%, or 3088, have not completed elementary school; while 3%, or 249 workers, have not completed

4 grades of elementary school. Of the 3088 workers mentioned, 577 are under 30 years of age, 577 are between 30 and 40, and 943 are older than 40. All workers under 40 years of age are obliged to complete elementary school.

VI. 6. Education of Handicapped

248. ŠAJATOVIĆ, Boško: Kako pravno regulisati specijalno školstvo? (How Should Schools for the Handicapped be Regulated by Law?), *Prosvjetni list*, Sarajevo, 1971, No. 373, p. 4.

In Bosnia and Hercegovina there are, at present, 2 concepts as to how education for the handicapped should be regulated by law: the official view of the Republican Secretariat for Education and Culture, and the concept of those who work in the schools and institutes for the handicapped. According to the official view (which is encompassed by the Draft Law on Elementary Education reported at the beginning of 1971) education for the handicapped should be covered as equals with regular schools in a uniform regulative act, although schools for handicapped could determine their specific curriculum and syllabus. The representatives of the schools for handicapped, however, are unanimously requesting that a separate act be passed to regulate education for the handicapped. They justify their demand by pointing out that the education of mentally and physically retarded children has been largely neglected. As proof they have cited a study which shows that somewhat more than 3000 children are attending special elementary schools for handicapped while in Bosnia and Hercegovina there are over 85,000 children who should be receiving this special schooling. Although it remains unclear as to which concept will win out in the end, it is certain that a solution must be found to the problem of providing education for the handicapped.

VII. CURRICULA AND SYLLABI

249. KASTROPIL, Ivo: Nedovoljno iskorištena javna rasprava (Insufficient Use of Public Discussion), *Školske novine*, Zagreb, 1971, No. 25, p. 5.

The article refers to the discussion on the general curriculum and syllabus for elementary schools recently held in Dalmatia. The author feels that the public discussion was poorly organized and too short for the importance of the topic being considered. In pointing out the main subjects discussed he mentions that all participants welcomed the intent to reduce the syllabus for elementary school students. They were energetically in favor not only of a reduction in the number

of class hours but in the reduction of the curriculum as well. It was generally recommended that text-books and manuals be revised to disignate fundamental material and concepts and the number of class hours which should be spent in their being taught so that less-experienced teachers not dwell too long on any subject. It was frequently mentioned that teachers were not oriented to the new concept that every child has the right to succeed. A shortcoming of the Draft Curriculum for Elementary Schools was felt to be the lack of work programs for principals. It was also mentioned that a greater role should have been given to the various forms of student self-management, and there were comments on the curricula for individual subjects.

250. LAJOŠ, Franjo: Modernizacija nastave matematike (Modernization in Teaching Mathematics), *Pogledi i iskustva*, Zagreb, 1971, No. 1, pp. 1—3.

The Institute for the Advancement of Elementary Education of Zagreb has drawn up a draft proposal for the elementary school mathematics curriculum and syllabus. This draft proposal is based on the results of experimental work, present experiences and a study of the curricula of a number of other countries. The new curriculum and syllabus should become effective in the 1972—1973 school year. Along with the new curriculum, new text-books and teachers' manuals will be published and other teaching aids will be made available. All grade teachers who will be teaching at the first grade level in the 1972—1973 school year will attend seminars for additional subject matter and methods training, because the teaching will be quite different than that for which they have previously been prepared. The further professional training program includes television emissions for teachers and students. The author points out that modern mathematics teaching is based on the theory of groups. The conception of quantitative relations by theory of groups should be the basis of all mathematics education.

251. Nastavni plan i program za bibliotekarsku školu i knjižarski odsek (The Curriculum and Syllabus for the School for Librarians and the Department of Bookselling), *Prosvetni glasnik*, Beograd, 1971, No. 3—4, pp. 125—155.

This curriculum and syllabus was determined at the 16 February 1971 session of the Educational Council of Serbia. Besides containing general education material, the curricula and syllabus should prepare students of these schools to directly enter jobs which correspond to the level of education received at the schools. Students who graduate from the school for librarians should be qualified for work in public libraries, special and science libraries, libraries of enterprises

and institutes, and school libraries. Graduates of the department of bookselling should be qualified for work in book stores, publishing houses, book services and on the staffs of publishing companies. In accordance with the curricula schooling takes 4 years, and falls within the secondary school system. Upon completion of schooling students must pass a graduation examination.

252. Nastavni plan i program za školu za kozmetičke tehničare (The Curriculum and Syllabus for the School for Cosmetologists), *Prosvetni glasnik,* Beograd, 1971, No. 3—4, pp. 99—121.

Acting on a proposal by the Educational Institute of Belgrade, the Educational Council of Serbia drew up the curriculum and syllabus for the school for cosmetologists. This is a 4-year secondary school in which students who have graduated from elementary school may enroll. This curriculum and syllabus should provide students graduating from the school for cosmetologists with sufficient technical training in the field of cosmetology for them to begin work as cosmetologists fully qualified in modern methods. The syllabus sets the weekly class load of general subjects and more specialized subjects (theory and practical training). Upon completion of schooling students must pass a graduation examination.

253. Novi nastavni planovi i programi (New Curricula and Syllabi), *Prosvetni pregled,* Beograd, 1971, No. 21, p. 2.

The Educational Council of Serbia, at its session of 25 May, approved the curricula and syllabi for the following secondary schools: the schools for sanitation engineers, the schools for catering and tourism personnel, the schools for skilled workers in heat engineering trades, the railroad schools for training skilled workers in the metals trade, and the railroad schools for training skilled electricians. All curricula will be used beginning with the coming year.

254. Osnove organizacije rada na donošenju planova i programa i izdavanju udžbenika (The Basic Organization of Work in Formulating Curricula and Syllabi and in Publishing Text-Books), *Putevi i dostignuća u nastavi i vaspitanju,* Sarajevo, 1970—1971, No. 4, pp. 19—29.

In the author's opinion the organization of this work should be in the hands of the republican-level educational supervision. On the basis of a broad analysis it is shown which responsibilities of the educational service of Bosnia and Hercegovina are most important. Only the first 2 responsibilities are mentioned here: 1) working out a general approach and drawing up resolutions on educational questions for the Assembly of Bosnia and Hercegovina; 2) work on formulating

of curricula and syllabi for individual schools; work on overseeing how well they are being followed, their verification and evaluation.

255. Počele rasprave o novom nastavnom planu i programu (Discussion on the New Curriculum and Syllabus Has Begun), *Školske novine,* Zagreb, 1971, No. 21, p. 14.

On April 12 this year a work group of foreign language teachers met together in "Vladimir Gortan" Elementary School in Rijeka. Most of the meeting was dedicated to considering the proposed foreign language curriculum and syllabus. Teachers especially pushed the proposal that classes be divided into 2 groups of 20 students each for teaching foreign languages. Also discussed was the distribution of grammar material in individual foreign languages, but it was decided that it was difficult to arrive at a final decision before the curriculum and syllabus were worked out in detail. It was also pointed out that text-books had to be better adapted to the curriculum, and that greater use must be made of contemporary teaching methods and materials. This means that the schools must be better equipped with teaching aids.

256. RIŽOWSKY, Božena and ŠIROKI, Nada: Eksperimentalni program iz matematike u V razredu osnovne škole (Experimental Mathematics Curriculum in the 5th Grade of Elementary School), *Školske novine,* Zagreb, 1971, No. 23, p. 12.

As part of the preliminary phase of reforming the teaching of mathematics in Croatia, "Jordanovac" Experimental Elementary School prepared an experimental curriculum in mathematics for the 1970—1971 school year. The curriculum was taught in two 5th grade classes, one of which is all-day while the other is half-day. The experimental curriculum used in the project to modernize the teaching of mathematics in elementary school is, in fact, an adaptation of the curriculum used in the East German schools. In observing student work it was concluded that the program enables maximal concentration of students and achieves an adequate coordination between students and teachers and between students and the curriculum. This form of organizing work is an all-encompassing educational process in which the students themselves place the demands in the curriculum. Furthermore, it has been noted that the students of these classes have also shown significant results in mastering Serbo-Croatian and foreign language grammar.

VIII. AUDIO-VISUAL AIDS

257. BOGOVAC, Tomislav: Inovacije u obrazovnoj tehnologiji — uslov savremene nastave (Innovation in Educational Technology and Contemporary Teaching Conditions), *Beogradsko školstvo*, Beograd, 1971, No. 19, p. 3.

At the international seminar dedicated to innovation in educational technology, which was held in Subotica 17—22 May and which was attended by 180 participants, the following papers were presented: 1) The Social, Economic and Political Motives and Aspects of Introducing Contemporary Educational Technology Achievements in Yugoslav Educational Practice (by Vukašin Mićunović); 2) The Pedagogic and Didactics Motives and Aspects of Introducing Contemporary Educational Technology Achievements in Yugoslav Educational Practice (by Milan Bakovljev); 3) The Administration of Innovations (by Per Dalin); 4) The Principal Directions of Educational Technology Development in Yugoslavia by Dr. Dragutin Franković); 5) Trends in Educational Technology (by Dr. Klaus Hinst); 6) The Basic Directions of Educational Technology Development in the World (by Dr. Dragoljub Najman); 7) Sources and Methods of Learning (by Len Taylor); 8) The Experiences of Several Countries in Applying Programmed Teaching (Dr. Dobrivoje Jovanović); 9) Programmed Teaching in Yugoslavia (by Dr. Vladimir Mužić); 10) Computers in Education. Results to Date in the Use of Computers in Some of the Countries of Europe and America (by Dean Brown); 11) Research and Development in Yugoslavia in the Usage of Computers in Teaching. Cooperation within the Country and Internationally (by various authors); 12) Needs and Prospects in Developing Educational Television in Yugoslavia.

258. KRPAN, Stjepan: Prvi koraci (The First Steps), *Školske novine*, Zagreb, 1971, No. 26, p. 10.

On President Tito's birthday, "Maršal Tito" Elementary School in Kumrovac received a closed circuit television system for being the top elementary school in the country. To make the most efficient use of this teaching aid it was decided to set up an innovation project for work on internal television in the coming school year. Participants in the project have been the Institute for the Advancement of Elementary Education of Croatia and the school's teachers. Institute consultants who have studied the work of this teaching aid in other countries have fully cooperated with the teachers of the school in acquainting them with the technical functioning. It was agreed by the school staff that the best way to make full use of the closed circuit television system was to orient its programming in the following way: 1) most programs which will be shown will be

384

education television programs specially filmed for schools at the Zagreb TV studios and other TV studios; 2) Limited use will be made of regular TV programs with adaptations to be added; 3) the most complex will be programs completely prepared by the teachers of the school themselves.

259. MIROŠEVIĆ, F.: I Srednja tehnička vojna škola uvodi televiziju zatvorenog kruga (The Secondary School of Military Science is Introducing Closed Circuit Television), *Školske novine*, Zagreb, 1971, No. 23, p. 10.

The audio-visual department of the Secondary School of Military Science is in the process of introducing closed circuit television which now consists of the following: one portable camera with built in monitor control, two television sets, one monitor control, one magnetoscope and programming aids. The daily programs may also be taped for viewing at a later time when it best corresponds to the lession being taught. However, because of the lack of tapes and other technical shortcomings the school is still not able to tape a large number of programs. Self-arranged programs, events and details which can be presented in no other way are also filmed. For further development a central control, a TV studio and more monitors must be obtained.

260. Osavremenjivanje nastave u Školskom centru za strojarstvo i elektrotehniku u Zagrebu (On Modernizing Teaching in the School Center for Machine Construction and Electrical Engineering in Zagreb), *Naša stručna škola*, Beograd, 1971, No. 8—9, p. 1.

The School Center for Machine Construction and Electrical Engineering in Zagreb contains modernly equipped classrooms, practice rooms, laboratories, design rooms, rooms for showing movies, and workshops. Studies have been carried out on the efficiency of introducing programmed teaching and other new teaching techniques. In the 1969—1970 school year, experimental work began with the use of programmed materials, responders, and INES teaching machines, and experiments were carried out with teaching in electronics classrooms and with closed circuit television. As outlined in the development plan, the school center expects by 1974 to begin experimenting with the use of computers in individualizing and raising the quality of teaching.

261. PLEMENČIĆ, Đ.: Ipak se kreće! (Nevertheless Things Are Moving!), *Školske novine*, Zagreb, 1971, No. 26, pp. 4—5.

This article is about the symposium on the theme "School Television in the System of Education" which was held 15 June 1971 in Zagreb. The symposium was jointly organized by the Institute for the Advancement of Elementary Educa-

tion of Croatia, School Television, and the Association of Educational Academies of Croatia. In the background material prepared for this symposium it was shown that in 1970 Zagreb Radio and Television aired a total of 13,515 minutes of new programs in 669 emissions, and 16,600 minutes of reruns in 877 emissions. This was approximately one-third of total program time on Zagreb television. Topics at the symposium were: the ever-increasing use of television in elementary and secondary school teaching, television use in teaching individual subjects, plans of Zagreb Radio and Television, etc. Excerpts from papers presented at the symposium are given in the article under the following classification: modern media as a replacement of oral communications; the potential for contemporary educational technology exists; large projects; educational value in every program.

IX. MOTIVATION

262. GRIVA, Milan: Tehnička škola najbolja (The Technical School is Best), *Školske novine,* Zagreb, 1971, No. 20, p. 22.

The article is about the Junior Red Cross contest held in Nova Gradiška. The contest was part of a series of events organized by the local chapter of the Red Cross. There were 20 teams with a total of 120 students participating. Contestants competed both in a written test and in administering first aid. Teams were from 5 elementary schools, the Technical School, the Gymnasium, and the school for apprentices in collaboration with youths from "Trgopromet" Trading Company. First place in the elementary school competition was won by team I of "Josip Krajačić-Prika" Elementary School with 90.5 out of a possible 100 points, while second place was taken by team I of "Milan Tomić-Slobodan" Elementary School with 88 points. In the secondary school competition first place was won by team II of the Technical School with a perfect score of 100 points, while team I of the Gymnasium came in second with 94.5 points.

263. KOSOR, Jadranka: Šansa učenicima (A Chance for Students), *Školske novine,* Zagreb, 1971, No. 29, p. 8.

Students from the Pakrac commune who complete elementary school this year will have a new opportunity to continue schooling. The School Center in Pakrac began cooperation this autumn with "Tempo" Construction Company of Zagreb which will sponsor a scholarship contest for students at the Center. For their classroom instruction first year students will receive 90 dinars, second year students 120 dinars and third year students 150 dinars. Students will receive practical training at construction sites of "Tempo" Construction Com-

pany which will provide their complete maintenance during their stay in Zagreb. After completing the 3-year school, these students will be qualified as carpenters and bricklayers and will be hired by "Tempo".

264. Đ., Lj.: MŠC „Beograd" pobednik ("Beograd" Machine School Center is the Winner), *Beogradsko školstvo*, Beograd, 1971, No. 19, p. 10.

Students of the machine and electrotechnics school centers of Zagreb, Niš, Novi Sad, Sarajevo, Skopje, Tuzla and Belgrade organized a knowledge and skills contest commonly known as the "Mašinijada" in honor of Youth Day. Students of the machine and technical schools competed in mathematics, mechanics, machining technology and knowledge of machine parts, while students of the schools for skilled workers competed in knowledge of materials and mathematics, handicraft work and lathe operation. In addition, students competed in shooting, chess and table tennis. Twenty-one students from each school center competed. First place in the contest was won by "Beograd" Machine School Center with a conspicuously better score than the other centers which placed in the following order: Niš, Tuzla, Novi Sad, Sarajevo, Skopje and Zagreb.

265. MILOJKOVIĆ, D.: 90 zadataka za 2 minuta (90 Problems Solved in 2 Minutes), *Beogradsko školstvo*, Beograd, 1971, No. 19, p. 8.

From the 6th to the 21st of May this year the traditional contest, in which teams of students from Belgrade elementary schools compete, was held at the Pioneer Center. Contestants were judged for speed and accuracy in problem-solving. The sponsor of these contests is the Educational Institute of Belgrade, and this year's organizer was the Pioneer Center which did an outstanding job considering than an exceptionally large number of teams — a total of 122 — participated. Team members were selected from among 1st and 2nd grade students of Belgrade elementary schools. "Posavski partizani" School of Obrenovac had the best score and thereby gained possession of the traveling cup. A student from the same school also had the best individual score by solving 90 problems in 125 seconds. The proclamation of winners and the distribution of trophies and diplomas were carried out on May 27 in the large hall of the Pioneer Center. About 1000 pioneers who participated in the contest attended the ceremony.

266. Natjecanje mladih tehničara (A Contest for Young Technicians), *Školske novine*, Zagreb, 1971, No. 25, p. 10.

A municipal contest for young technicians clubs organized by the municipal commission was held in "Ivo Lola Ribar"

Elementary School in Virovitica. Competing in the contest were 78 young technicians from elementary schools of the area. They were members of 23 teams and they competed in 5 different technical branches: radio, electrical and machine technics, construction and auto mechanics. Students of "Ivo Lola Ribar" had the best overall scores, placing first in radio, electrical and machine technics and auto mechanics.

267. PARAUŠIĆ, Momčilo: Ocenjivanje kao samoupravna funkcija (Grading as a Self-Management Function), *Prosvetni pregled,* Beograd, 1971, No. 19, p. 6.

A number of years ago Professor Miodrag Radojević gave birth to the modern idea of observing and grading students on a self-management basis. He diligently worked out the theory, which was then introduced in some schools and classes to the satisfaction of those to whom it was applied. Emerging from the needs of school and society, this new system of evaluation was a large step towards making teaching in integral whole: the mastering of new material and observation and grading became closely related; teachers and students worked together to achieve success. Each student evaluates himself and every other student, and therefore each student dynamically and attentively participates in every class. This places the student in a new situation; he must learn in order to advance because he himself is responsible.

268. PUZIĆ, Mahmud: Takmičenje mladih istoričara i geografa (A Contest for Young Historians and Geographers), *Porodica i dijete,* Sarajevo, 1971, No. 6—7, p. 23.

The Republican Council for Child Education and Welfare of Bosnia and Hercegovina entrusted the Council for Child Education and Welfare of Mostar with the organization of the regional contest for young historians and geographers. Preparations for this contest were carried out in full cooperation with the Educational Institute of Mostar. 130 students participated in the contest. Also attending the contest were the students' history teachers, school administrators, members of the Council for Child Education and Welfare, and representatives of the Educational Institute. The 2 first place teams in this contest are representing Bosnia and Hercegovina in the inter-republican contest in Titograd. Members of the top 5 teams were awarded books, and each school was presented with a diploma for its participation in the contest.

269. SREĆKOVIĆ, P.: U Obrenovcu osnovan fond matematičara (A Fund for Mathematicians Set Up in Obrenovac), *Prosvetni pregled,* Beograd, 1971, No. 22, p. 6.

The Class of 1951 of Obrenovac Gymnasium has held its 20th class reunion together with its teachers. At this reunion

it was decided to set up a fund for mathematicians at Obrenovac Gymnasium as a memorial to the former mathematics teacher Timotije Klinčuk. The fund is to be used to provide a material stimulous for the best mathematicians of this school. The fund is to be formed from annual contributions of alumni and professors of the mentioned Class. This initiative has received broad support from students, teachers and the town citizens, and a bank account has been opened to which payments can be made.

X. POLYTECHNICAL EDUCATION

270. Semafori u učionici (Traffic Lights for the School), *Školske novine*, Zagreb, 1971, No. 25, p. 10.

Recently "Neven Kirac" Experimental Elementary School in Pula was given a complete set of traffic lights for a street corner, uniforms and other equipment for 4 students, and a series of slide films on traffic safety education. These items were donated by the Institute for the Advancement of Elementary Education of Rijeka in recognition of the successful organization by this school of traffic safety education as a component part of its polytechnical education. This training is received by all students in grades 1 through 8. At the end of schooling a course is organized and a test must be passed in bicycle riding. For several years already the school has had student traffic safety patrols which help regulate traffic in front of the school. The author recommends that the Institute for the Advancement of Elementary Education also equip other schools in the region with these modern teaching aids so that they may more successfully carry out traffic safety instruction.

XI. SELF-EDUCATION

271. TIŠLJAR, Štefanija: Rad na osposobljavanju učenika za samostalno učenje (Work on Preparing Students for Independent Study), *Život i škola*, Osijek, 1971, No. 5—6, pp. 234—245.

In the 1967—1968 school year the teachers' council of "Vladimir Nazor" Elementary School in Osijek decided to systematically prepare students for independent study, and a plan for the school year was subsequently drafted. The plan covered the preparation of teachers for this work, the drawing up of syllabi and curricula for each grade, instructing students on how to study, setting aside class-time for this study, and follow-up reports and analysis. The strong points and shortcomings of the project in its first year were used in making plans for the project's second year. Each succee-

ding year, teachers have worked out curricula and sullabi for their particular subject. These include the number of class hours to be devoted to this study during the school year. A survey of study techniques and an objective type examination of the students were carried out. The exam revealed that the students have a longer retention of knowledge if gained during independent work in study period.

XII. PHYSICAL EDUCATION

272. KREVELJ, Vladimir: Mala sportska olimpijada (A Little Olympic Games), *Školske novine,* Zagreb, 1971, No. 26, p. 13.

The Association of Elementary Schools of the Municipality of Ogulin, in its efforts to get as many schools and students as possible participating in sports, has organized school team competition in soccer, handball, volleyball, basketball, table tennis and shooting. This massive sports event was held on Youth Day and was in honor of the 30th anniversary of the People's Revolution. Participating along with the students of the 2 Ogulin elementary schools were students of the elementary schools in the nearby towns of Plaško, Josipdol, Saborsko, Oštarije, Zagorje, and Partizanska Drežnica. More than 300 students participated in the games. "Jure Kaurić" Elementary School of Ogulin was the most successful; it won first place and trophies in boys' and girls' basketball, boys' and girls' volleyball, soccer and handball.

XIII. PROBLEMS IN EDUCATION

273. CRNJAK, I.: Tečaj prve pomoći u Cirkveni (A Course in First Aid in Cirkvena), *Školske novine,* Zagreb, 1971, No. 16, p. 9.

The local chapter of the Red Cross in Križevac organizes first aid courses in its district. This year a course was also given in the district's largest school in Cirkvena. A total of 20 sixth and seventh grade students registered for the 20-hour course. After the course was completed, a contest was organized in Križevac in which the 3 best teams competed. The first and second place teams will compete in the republican contest to be held in Zagreb.

274. Istraživačko-razvojna služba za proučavanje i valorizaciju vaspitno-obrazovnog rada u Bosni i Hercegovini (A Research and Development Department for the Study and Evaluation of Educational Work in Bosnia and Hercegovina), *Naša škola,* Sarajevo, 1971, No. 5—6, pp. 382—385.

In the opinion of education and psychology professors of the School of Liberal Arts of Sarajevo University, the Republican

Educational Institute has made very valuable contributions in observing and improving educational work in Bosnia and Hercegovina, but they also feel that a research and development department should be formed in the Institute to deal with educational questions, and they have worked out a project as to how this department should be formed and how it should function. Its duties, above all, would be to determine efficient and rational medium-term and long-term policies; to study the functions of educational institutions and evaluate curricula, syllabi, text-books, teaching materials, traditional and modern teaching aids, and school buildings and facilities; to study the systems, instruments and methods of work in schools and other educational institutions; to set up guidelines for educational work in the schools; etc. It is considered that the founding and work of this department should come under the medium-term and long-term educational development plans of Bosnia and Hercegovina.

275. KRSTIĆ, Miomir: Primena vaspitno-disciplinskih mera u osnovnoj školi (Disciplinary Measures in Elementary School), *Ekonomika škole*, Beograd, 1971, No. 7—8, p. 52

The handing out, annulment and recording of disciplinary measures in elementary schools in Serbia is controlled by the Regulations on Awards and Disciplinary Measures for Students of Elementary Schools in Serbia. In some schools not just the teachers know the regulations in detail — the students and their parents are also acquainted with the rules in home room classes and parents meetings. However, no school pays much attention to this question. Punishments are handed out in disregard of the Regulations, measures are not jotted down in the students' records; they are only annulled at the end of the semester or school year when citizenship grades are decided upon at a session of the class council. The article presents some of the experiences in this area of several home room teachers.

276. MARKOVIĆ, Milan R.: Sa prvog susreta pionira samoupravljača Jugoslavije (The First Meeting of Pioneer Self-Managers of Yugoslavia), *Školske novine*, Zagreb, 1971, No. 29, p. 7.

The author gives reviews of the First Meeting of Pioneer Self-Managers of Yugoslavia and the Symposium on the Values of Pioneer (student) Self-Management. Both gatherings were held in Sarajevo and were organized by the Council for Child Education and Welfare of Bosnia and Hercegovina. The meeting took place on May 31 and June 1, while the symposium was held on June 1. The theme of the pioneer meeting was "How We Make Decisions about Our Life and Work in Pioneer Groups", while at the symposium a number of reports covering various aspects of self-management were

presented by distinguished workers in the field. Attending the pioneer meeting were 120 pioneers who were delegates of elementary schools of various Yugoslav cities. These delegates, who were from grades 6 through 8, were brought together for the first time and they were very satisfied with the meeting. They requested that a second meeting be arranged in 1973.

277. MIRKOVIĆ-LEBL, Divna: *Odeljenska pionirska zajednica* (The Class Pioneer Association), Beograd, Gradski odbor Saveza za društveno vaspitanje dece Beograda i Dom pionira Beograda, 1971, 38 p.

The unit of the league of Pioneers of an elementary school consists of all students who are members of class pioneer associations and various interest groups and organizations (specialized pioneer collectives), and pioneer youths of sundry social organizations (young technicians clubs, school sports clubs, pioneer cooperatives, mountaineering groups, Junior Red Cross, etc.). The classes are the basic units of the pioneer organization. During 8 years of school, while they undergo their most intensive development, the children participate together in specific programs of work and social activity. This brochure elaborates on the following questions: What is the class pioneer association? What is its place and role in elementary school and in the pioneer unit of the school? The brochure also describes the basic characteristics of the class as a group, relates the development of new relations between students and teachers, and gives the basic criteria used to evaluate the level of development of the pioneer associations.

278. Pedagoška kultura roditelja (Instruction in Child Upbringing for Parents), *Porodica i dijete,* Sarajevo, 1971, No. 5, pp. 9—11.

A republican symposium on how to instruct parents in child upbringing has been held in Sarajevo. The symposium was attended by a large number of experts in the field, representatives of social and political organizations, government officials and educational workers. It was organized by the Council for Child Education and Welfare of Bosnia and Hercegovina. Starting with the assumptions that the family has the irreplaceable main responsibility in bringing up children, especially when they are in their early childhood, and that parents are a significant factor in the total process of educating the young, it was deemed essential that society make an effort to assist them in carrying out this responsibility by instructing them in bringing up their own children and by including them in this type of work carried out by children's organizations of schools and other institutions for children. If parents are to successfully work with children the neces-

sary educational and psychological information must be made available to them.

279. PERAZIĆ, Stanko: Djeca su privilegovana klasa društva (Children Are the Privileged Class of Society), *Porodica i dijete*, Sarajevo, 1971, No. 2, p. 8.

The Council for Child Education and Welfare of Bosnia and Hercegovina had a sizeable volume of work in 1971. The Council was also prepared to take the initiative in various other activities, but it felt that the municipal councils for child education and welfare and the societies of the concerned about children of the local communities could best affirm themselves in their areas if they drew up and activated the short-term and long-term programs on upbringing. These programs would be a synthesized program of work organizations and citizens' associations. The potential for financing these programs is considerable in every locality (the funds for direct child support of the associations of education, budgeted funds from the municipalities, etc.), and these funds should be used in the most suitable way.

280. PERKOVIĆ, Matija: Od produženog boravka do cjelodnevne nastave i petodnevnog radnog tjedna (From All-Day Care to All-Day Teaching and a Five-Day School Week), *Školske novine*, Zagreb, 1971, No. 25, p. 6.

The article is about "Većeslav Holjevac" Elementary School of Zagreb which — although it is one of newest schools in the city having begun work in the 1967—1968 school year — already has valuable experience in organizing its activities and work according to the most modern methods. The 975 students in the school are divided into 32 classes: 16 classes in grades 1 through 4, and 16 classes in grades 5 through 8. The teaching staff seeks the most effective work methods in its aspiration to produce the best results possible. In accomodating the requests of a large number of parents, the school organized all-day care from the very first moment. In the 1970—1971 school year there were 6 classes of all-day care for students in grades 1 through 4, and there were 4 of such classes for students of the upper 4 grades. All teaching in the 4 latter-mentioned classes is done by subject teachers. In the second semester of the 1970—1971 school year, all-day teaching and a 5-day school week were experimentally organized in 1 class of the third grade. This experiment appears so far to be very successful and it should lead the way to an expanded program of this type in the future.

281. PETKOVIĆ, Đokica: Talas narkomanije ozbiljno preti (A Wave of Drug-Taking is Seriously Threatening), *Prosvetni pregled,* Beograd, 1971, No. 19, p. 8.

Last May, in view of the growing drug-taking mania in Yugoslavia, especially among youths in urban environments, the Section for Questions of Social Policy and Health Protection of the City Conference of the Socialist Alliance of Working People of Belgrade organized a symposium on the prevention and suppression of narcotics use. At the symposium the role of education in the campaign against drug-taking, and the need for organized action were stressed. The necessity of cooperation between family and school in discovering drug users, and cooperation with health institutions in providing timely treatment were pointed out. Schools and educational workers must become especially familiar with the symptoms and problems of narcotics and must be extremely tactful and cautious in dealing with students who are under the influence of drugs.

282. PREVIŠIĆ, Vlatko: Mesto, uloga i zadaci pedagoga u našem društvu (The Place, Role and Duties of the Pedagogue in Yugoslav Society), *Pedagoški rad,* Zagreb, 1971, No. 5—6, pp. 208—222.

After pointing out that the place, role and duties of the pedagogue in Yugoslav society are very diverse and significant, the author gives a detailed enumeration about them and the institutions in which they most satisfactorily carry out their work. The author then mentions that the function of bringing up a child must begin from the time of birth, and that it must be done methodically and with the skilled assistance of various institutes, organizations and associations. However, in Yugoslavia the upbringing function is not, and cannot be, carried out professionally, least of all by the pedagogue. This is because there is a lack of staff and material necessities and there is frequently insufficient understanding. Therefore, it is the duty of the pedagogue to participate in all spheres of bringing up children in Yugoslav society.

283. REDŽIĆ, Ibrahim: Mjesto i uloga učenika u samoupravljanju u školama drugog stupnja (The Place and Role of Students in Self-Management in Secondary Schools), *Putevi i dostignuća u nastavi i vaspitanju,* Sarajevo, 1970/71, No. 4, pp. 92—103.

From his study of student self-management in secondary schools the author points out that there are still numerous unsolved questions and problems of even a fundamental nature which must be seriously considered and solved. The author stresses that student self-management is not simply a student right, it includes the conditions which enable them

to participate in self-management. The extent to which these conditions do not exist determines the extent to which self--management is deficient or distorted. Because of this the difference between theory and practice in student self-management should be noted. Student self-management is expressed by the degree of autonomy of the students. Their autonomy, in turn, is determined by the extent of their rights and duties in directly discussing all questions of school life and work in the school meetings. Therefore teachers must make every effort to expand the dimensions of active student self-management. Furthermore, the results of student self--management should be reviewed to see how it influences the collective work of the class associations and not just how well it helps administrate the school.

284. Učenici samoupravljači (Student's Self-Management), *Školske novine,* Zagreb, 1971, No. 29, p. 12.

The school cooperative of Voća Donja Elementary School has been in operation for more than 10 years. Here is a review of this year's work: 220 grape vines of quality vintage grapes, 70 plum seedlings and 15 walnut seedlings, vegetables for the school cafeteria and flowers for landscaping the school grounds, pumpkins and seeds without shells, and experimental patches of various types of corn. The Voća Donja cooperative also pays a great deal of attention to self-management. The Council and the Management Board of the school cooperative, led by its president, draw up the annual plans, analyze past results and present awards to those who have been most active. The income from its operation is used to finance excursions and to purchase text--books and school supplies for poorer students. In this way the students receive practical training in working collectively in a self-management society.

285. VUJIĆ, Nada: Osvrt na iskustvo razrednog starešine (Teaching Practices of the Home Room Teacher), *Pedagoška stvarnost,* Novi Sad, 1971, No. 3, pp. 185—186.

Teaching by the home room teacher is done in various forms by various methods. One form might be the simulation of a TV news program. This class program might be run once a month and should include everything that is included in a TV newsreel: world news: political, economic and social news of Yugoslavia along with commentary, personal interest items, a sports review and a report on the life and happenings in the school. To prepare for this class, a larger group of students should read newspapers and magazines, gather and select material, categorize it under pre-arranged headings, and get it ready for eventual presentation in class. A smaller group of students should serve as speakers and

commentators. After the news program, which, like those on television, should last 30 minutes, the class should have a follow-up discussion. This type of work has shown excellent results because the students actively participate.

286. Zaključoci za marksističkoto obrazovanie na srednoškolskata mladina (Resolutions on a Marxist Education for Secondary School Students), *Služben vesnik na SR Makedonija*, Skopje, 1971, No. 18, pp. 305—306.

According to the resolutions adopted by the Educational Council of the Macedonian Assembly, the secondary education institutions should take greater care in filling job openings for teachers of social sciences and liberal arts subjects, and should hire only those teachers who have the proper credentials and university training for teaching those subjects. To improve the educational background structure of teachers who teach these subjects, the teachers should undergo continual further professional, educational psychology and methods training. This training should be sponsored by the secondary education institutions, and it should be carried out by the university schools of education, the local associations of education and the Society of Philosophy and Sociology of Macedonia. In order to improve the educational background structure of the staff teaching social sciences it has been proposed that a Sociology Department be formed in the School of Liberal Arts which would give teachers the necessary university training. The Republican Institute for the Advancement of Education will study the possibilities of developing Marxist education for secondary school students through the teaching of other subjects and through the organization of school life and work and extracurricular activities as well, and it will inform the Council on the results of the study.

XV. MANAGEMENT AND FINANCING

287. V., H.: 600 milijuna za unapređenje rada (600 Million for the Advancement of Work), *Školske novine*, Zagreb, 1971, No. 28, p. 4.

For the year 1971 the Republican Association for Financing Elementary Education budgeted 6,083,000 dinars for the development and improvement of elementary education. This sum has been allocated to financing the republican educational services, supporting the publishing activities of educational journals and newspapers, supporting the production of educational films, and financing contests for elementary school students. In this way the Republican Association for

Financing Elementary Education has confirmed its role in financing the development and improvement of elementary education in Croatia.

288. Još o financiranju usmjerenog obrazovanja (More about the Financing of Oriented Education), *Školske novine,* Zagreb, 1971, No. 25, p. 4.

The article contains excerpts from the address given by Barka Antić at the Second Congress on Self-Management in Yugoslavia which was held in Sarajevo in May, 1971. The speech contained opinions on how to improve the work quality of educational institutions and how to better the standing of educational workers, who now receive considerably lower incomes than the incomes of workers in production. The article contains a table showing that the average salaries of production workers in Zagreb were 20—23% higher than the average salaries of educational workers. The article mentions which sources should finance elementary education and which should finance oriented education. It then dwells on cooperation between educational institutions and other organizations.

289. PETNJARIĆ, Lazar; RATKOVČIĆ, Branko and SUBOTIĆ, Mladen: Funkcija prosvetno-pedagoške službe u samoupravljanju školom (The Function of Supervision in the Self-Management of a School), *Život i škola,* Osijek, 1971, No. 5—6, pp. 191—209.

The article points out the basic directions and trends of supervision activities in Croatia. It stresses that under modern conditions supervision is gradually losing its function of control, and together with the schools it has become responsible for a series of qualitatively new actions directed towards improving educational work. Cooperation with the schools is a basic function of supervision. The forms of this contemporary relationship that has evolved are investigated by the author, as are questions of planning, registration and work evaluation. One function of supervision is the further professional training of teachers. This training comes under the Law on the Further Professional Training of Teachers in Croatia. By law the system of training is divided into 2 cycles. The first cycle covers the work of beginning teachers, while the second cycle covers the periodic further training of teachers with the taking of examinations. The article also investigates the forms and contents of work in the further professional training of teachers.

290. Rezolucija o osnovama društveno-ekonomske politike Socijalističke Republike Hrvatske za 1971. godinu sa stabilizacionim programom (The Resolution on the Elements of the Social

and Economic Policy of the Socialist Republic of Croatia for 1971 for the Stabilization Program), *Narodne novine*, Zagreb, 1971, No. 14, pp. 100—110.

This Resolution, which was adopted by the Assembly of Croatia on meeting with the Republican Council and the Economic Council, in respect to educational development policy, calls for further change in the structure and growth of education with an even stronger orientation towards ensuring adequate staffing. It also requests that the financial policies of the educational associations be geared more towards raising the quality and work efficiency of educational institutions and towards rationalizing and integrating the network of schools. It is expected that associated work organizations, will take more decisive steps to more modernly equip the schools so that they can keep up with trends in the educational process. Educational policy will be included in the development plans of work organizations and economic groups and branches as a condition for their more rapid development. Also, the process of direct and self-managed decision-making by citizens and working people on policies and means for funding educational activity will be speeded up.

291. STOJANOVIĆ, Petar: Funkcionisanje samoupravnih institucija u ustanovama za obrazovanje na području opštine Zrenjanin (The Functioning of the Self-Management Institutions of the Elementary Schools in the Municipality of Zrenjanin), *Pedagoški život*, Zrenjanin, 1971, No. 1—2, pp. 25—38.

The article gives an analysis of the results of a study on the functioning of self-management institutions of the elementary schools in the Municipality of Zrenjanin. Up to now the most important self-management bodies in the schools have been the following: the Association of Education and its self-management bodies as the association of educational institutions; the school councils and staff collectives in schools as direct self-management institutions. A survey has shown that the schools are indeed autonomous in their operation. The administrative bodies in the Municipal Assembly carry out only their legally determined rights and duties towards the schools, and the legal position of the schools and its bodies is one of complete autonomy. The acts which govern the financing of the schools are enacted in a democratic way in consultation and respect of the opinions of the schools. Self-management relations in the self-management institutions in elementary schools are at an enviable level. Educational workers have a dominant influence on educational policy and on the regulation of mutual relations in the work process. Job openings are created and elections for office are

carried out autonomously, as are the distribution of income and salaries and the passing of regulative acts, and the improvement of internal relations in the collectives.

XVI. LEGISLATION

292. MIHAJLOVIĆ, Ilija: Regulisanje narodne odbrane u statutu škole (Regulating National Defense in the School Statutes), *Ekonomika škole*, Beograd, 1971, No. 7—8, pp. 53—59.

Article 60 of the Law on National Defense obligates work organizations to determine the sphere of action and the responsibility of the management bodies in regard to preparations for defense. Among other things this Law outlines the obligations and responsibilities of members of work organizations. Concerning these obligations the author makes suggestions as to how questions of national defense should be regulated in the school statutes. In his opinion the schools have an unalienable right and duty: to help defend the independence of the country; to prepare for carrying out service activities in wartime; to drawn up plans for national defense and coordinate them with the municipal national defense plans; to determine the sphere of action and the responsibilities of its administrative bodies and to determine the particular rights and duties of staff members in connection with national defense preparations. In the author's opinion, not only the school as a whole but also the school council, the principal and the staff should have their responsibilities in this area outlined.

293. Zakon o osnovnom obrazovanju (The Law on Elementary Education), *Službeni list Socijalističke Republike Bosne i Hercegovine*, Sarajevo, 1971, No. 23, pp. 681—691.

The Law on Elementary Education was passed by the Assembly of Bosnia and Hercegovina on 20 July 1971. By this Law, elementary education is carried out in elementary schools, special elementary schools for handicapped and elementary schools for adult education. Education is compulsory through the 8th grade. Teaching and examinations in these schools are free. Each school has a statute which is formulated by the school council. The schools may also operate pre-school institutions and they can have jurisdiction of classes which are not held on the main premises. Educational work in elementary schools includes: regular teaching, remedial and accelerated work, leisure activity and cultural events, and public activities. The basic educational programs for the schools are set by the Assembly of Bosnia and Hercegovina, while the curricula and syllabi are prepared by

the authorized republican bodies in accordance with the proposal of the Republican Educational Institute. All children who turn seven by the end of the calendar year are expected to enroll in elementary school; however, children may enroll if they are as young as six and a half years of age at the end of the calendar year if the health service verifies that they are physically and psychologically ready to enter school. The school principal is appointed by the school council with the assent of the municipal assembly following nomination by an appointment commission. Competition must be open to the public. The principal is appointed for a term of 4 years.

294. Zakon o prijemu učenika škola za kvalifikovane radnike na praktično-stručno obrazovanje (The Law on the Acceptance of Students of Schools for Skilled Workers for Practical Vocational Training), *Prosvetni glasnik*, Beograd, 1971, No. 3—4, pp. 97—98.

This law was enacted by the Assembly of Serbia in February 1971. According to the law, work organizations and those having businesses must accept students of schools for skilled workers for practical vocational training. In the sense of the law this training consists of: practical teaching, professional experience and production work as required by the curriculum of the particular type of school for skilled workers. The schools and organizations must reach agreement on accepting students for practical vocational training. Students receiving this training can only engage in that type of work which is determined by the curriculum of the school.

295. Zakon o srednjem obrazovanju (The Law on Secondary Education), *Narodne novine*, Zagreb, 1971, No. 30, pp. 206—212.

On 16 July 1971 the Assembly of Croatia enacted the Law on Secondary Education. By law, secondary education is educational activity which enables youths and adults, after they have completed elementary school, to receive the knowledge and qualifications necessary for them to enter into society and their future occupation, and to increase their education, training and skills. Secondary education must take at least 3 years. Educational organizations in which a secondary education can be received are: secondary schools, school centers, worker training centers in work organizations, night schools and specialized institutions. Secondary schools can have various orientations. Their orientation is determined by the curriculum and syllabus (gymnasiums, techni-

cal schools, arts schools, etc.). The core curriculum for all secondary schools is worked out by the Educational Institute of Croatia. Education in secondary schools includes teaching, production work and extracurricular activity. Institutions of secondary education can be set up by enterprises and other organizations, the associations for financing oriented education, and the communities. Supervision of the legal functioning of secondary education institutions is carried out by the municipal bodies responsible for administering educational affairs.

Izdavač
IZDAVAČKO PREDUZEĆE "NOLIT", BEOGRAD, TERAZIJE 27/II

Štampa
GRAFIČKO PREDUZEĆE "KULTURA", BEOGRAD MAKEDONSKA 4

52